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Catholic High Schools and Their Finances 1990

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Table of Contents

Trends and Highlights iv
Introduction 1
The Sample 2
- Grade Composition 3
- Near-Term Plans 3
- Grade Composition of Schools Considered in This Report 4
- Gender Composition 4

Administration 6
- Principals' and Administrators' Salaries 7
- Academic Track 7

Teachers 8
- Clergy/Religious Compensation 8
- Lay Teacher Compensation 9
- Teacher Organizations 11
- Pupil-Teacher Ratio 12

Students 13
- Selected Characteristics 13
- Financial Aid 14

Admission Standards 16
Facilities 17
Parental Involvement 17
Finances 18
- Estimated National Operating Revenues 18
- Operating Revenues per School 18
- Estimated National Operating Expenses 19
- Operating Expenses per School 19
- Operating Revenues by School Type 19
- Operating Expenses by School Type 20
- Tuition and Per Pupil Expenditures 20

Development 22
Governance and External Relations 23
- School Boards 23
- Federal and State Program Participation 24

Appendices

Lists of Exhibits

Exhibit No. Page

1 Number and Percentage Distribution of Sample Schools by Region, Governance and Enrollment. 2
2 Percent of Schools of Various Grade Compositions 3
3 Percent of Schools With Significant Changes in Gender or Grade Compositions Planned in the Next Three Years 3
4 Percent of Schools With Significant Changes in Gender or Grade Compositions Planned in 1987 and Accomplished in 1989 4
5 Percent of Schools of Various Gender Compositions by Region, Governance and Enrollment. 5
6 Percent of Lay Principals by Region, Governance and Enrollment, 1985-86, 1987-88, 1989-90 6
7 Mean Administrators' and Principals' Salaries by Governance, Region, and Size for Schools with Religious and Lay Principals (in Thousands of Dollars) 7
8 Average Annual Compensation for Priests, Religious Women, and Religious Men (in Thousands of Dollars) 8
9 Average Beginning Salary for Lay Teachers with B.A., (in Thousands of Dollars) 10
10 Average Highest Salary for Lay Teachers with M.A., (in Thousands of Dollars) 10
11 Median Lay Teacher Salary (in Thousands of Dollars) 11
12 Percent of Schools with Bargaining Representation 11
13 Teacher Salary and Benefits in Schools With and Without Bargaining Representation (in Thousands of Dollars 12
14 Pupil-Teacher Ratio by Enrollment and School Type 12
15 Per School Averages for Racial/Ethnic Composition by Grade Percentages 1985-86, 14 1987-88, 1989-90 NCEA Census 1989-90 13
16 Percentage Family Income Distribution in Catholic High Schools (by Principal's Report) and in the United States 14
17 Percent of All Catholic High Schools Applying Various Criteria for Awarding Financial Aid 15
18 Dollar Value of Average Grant by Enrollment Size 15
19 Catholic High School Applications, Acceptances and Admissions 16
20 Percent of High Schools "Always" or "Usually" Applying Various Admission Criteria ... 16
21 Average School Income and Percentage by Source, and Estimated National Income (in Thousands of Dollars). 18
22 Average School Operating Expenses and Percentage by Category, and Estimated National Operating Expenses (in Thousands of Dollars) 19
23 Median Income by Source, by Governance (in Thousands of Dollars) 20
24 Median Operating Expenses by School Type (in Thousands of Dollars) 20
25 Median Tuition Costs and Per Pupil Expenditures, and Tuition as Percent of Per Pupil Expenditures. 21
26 Average Tuition by Grade 22
27 Average Income From Development Sources by School Type (in Thousands of Dollars). 22
28 Average Size of School Boards and Percent of School Board Members Who are Laypersons, by Governance and Enrollment. 23
29 Percent of Schools Reporting Participation in Federally Assisted or Financed Programs, 1985-86, 1987-88, 1989-90 24
30 Percent of Schools Reporting Participation in State Assisted or Financed Programs, 1985-86, 1987-88, 1989-90 24

Appendices

Page

Appendix A

Introduction
Average Catholic High School 25
School Type and Enrollment Models
Diocesan High School 26
Parochial/Interparochial High School 27
Private High School 28
High School Under 300 Enrollment 29
High School 300-500 Enrollment 30
High School 500-750 Enrollment 31
High School Over 750 Enrollment 32

Appendix B: Summary Tables by Governance, Region, and Enrollment

B1: Total Tuition and Fees Income (Dollar Median in Thousands of Dollars) 33
B2: Tuition and Fees as Percent of Operating Funds (Median Percent) 34
B3: Total Non-Tuition Income (Dollar Median) 35
B4: Fundraising as Percent of Operating Income (Median Percent) 36
B5: Per Pupil Expenditures (Dollar Median) 37
B6: Total Salaries and Benefits (Dollar Median in Thousands of Dollars) 38
B7: Total Other Operating Expenses (Dollar Median in Thousands of Dollars) 39

Appendix C: Schools Participating in the Survey

New England 40
Mideast 40
Great Lakes 41
Plains 43
Southeast 43
West/Far West 44

Appendix D: The Survey Instrument 47

Trends and Highlights

... Compensation for priests and religious has continued to increase substantially. The average annual compensation for women religious has increased 16%, from $15,400 in 1988 to $17,800 in 1990.

... Average beginning salary for lay teachers has increased 12%, from $14,484 in 1988 to $16,229 in 1990. The median salary has increased 12% from $19,740 in 1988 to $22,081 in 1990. The average maximum salary has increased 11%, from $26,176 in 1988 to $29,049 in 1990.

... Financial aid programs have increased substantially. In the past two years, the average grant has increased from $709 to $880, which represents 38% of the average freshman tuition.

... Average annual salary for lay principals in 1990 was $41,300, a 10% increase over the $37,400 salary reported in 1988.

... Average freshman tuition in September 1989 was $2,299, which represented 65% of the median per pupil expenditure of $3,517. The average tuition has increased 18% in the past two years.

... Five percent of Catholic high schools report a change in grade or gender composition during the past two years. Nine percent report they are planning for some structural changes within the next three years.

... Estimated operating expenses for all Catholic high schools totaled $2.27 billion dollars. Given the difference in per pupil costs between Catholic and public schools, the dollar value of Catholic secondary education's contribution to the United States in 1989-90 exceeds $3,000,000,000.

... Eighty-four percent of all Catholic high schools have initiated development programs. The average income from all development activities in 1989-90 was $146,100. Private Catholic high schools report the most successful programs, generating an average of $47,500 from alumni, $40,000 from parents, $46,800 from others, and $56,900 from special events.

Introduction

During the past seventeen years, the National Catholic Educational Association has published a variety of statistical reports on Catholic elementary and secondary education in the United States. An annual publication provides basic data about schools, enrollment, and staffing. Reports of Catholic secondary school finances have been published biennially for the past eight years.

The present study builds on three earlier reports. *The Catholic High School: A National Portrait* was published in 1985 and reported baseline data collected from over 900 schools during the 1983-84 school years. Subsequent studies of high school finances in 1986 and 1988 were based on responses of some 200 schools, drawn from stratified random samples. The 1990 report is based on data from a similar sample. The survey instrument is substantially the same as that employed in the 1986 and 1988 surveys, which in turn borrowed heavily from the survey used to produce the National Portrait.

Taken together the reports offer a rich data base for discerning and analyzing trends. In addition to monitoring changes in income and expenses, as well as tuitions and salaries, the 1990 report provides an analysis of trends on information gathered for the first time in the 1988 report. Salaries for lay principals, first reported at an average of $37,400 in the 1988 study, have increased 10%, to an average of $41,300. The percentage of Catholic high schools led by lay principals seems to have remained relatively constant, at about 35%.

Schools continue to demonstrate sensitivity to the legitimate concerns of both lay and religious teachers for fair compensation. Salaries and stipends have increased, and the gap between salaries in public and Catholic schools has narrowed slightly.

At the same time, schools are working to balance necessary increases in tuition with expanded financial aid programs. As the dollar value of contributed services contracts in response to decreases in the numbers of teaching religious and increases in the compensation provided for those who remain, schools are obviously placing increasing emphasis on their development efforts to support a growing share of the operating budget. This report offers the first examination of the success of those efforts. On balance, the evidence is encouraging. Within a relatively short time (the average development office opened in 1983) many schools have generated fairly successful, multi-faceted programs. In development, as in faculty compensation, financial aid, maintenance, and student recruitment and retention, much remains to be done.The evidence provides strong support for the effectiveness and efficiency of Catholic secondary schools. At the same time, there are signs of financial strain, balanced by a continuing heroic commitment from principals, teachers and parents. While a financial survey is hardly the ideal instrument to describe extraordinary personal commitment, it is not difficult to see faith, generosity and determination between the lines that describe salaries, tuitions and family incomes.

We are grateful to those who took time from the business of leading their schools to share their stories with us. Once again I pay grateful tribute to my colleague Michael Donohue of Search Institute, whose strange affinity for computerized statistical analysis serves as a happy counterpoint to my quirky quill. I also salute Denise Eggers, administrative assistant extraordinaire, without whose many significant contributions this publication would forever remain a coming attraction.

Although the text that follows is generously larded with caveats and qualifiers, it is also well stocked with inferences and judgments which I regard as properly rooted in the data, and for which I assume full and sole responsibility.

Michael J. Guerra
Executive Director
Secondary School Department
August, 1990

The Sample

This report is based on a stratified random sample of Catholic high schools in the United States. The sample was stratified on the variables of region and enrollment size, in order to help insure that these two important characteristics would be represented as accurately as possible in the report. Out of an initial sample of 500 schools who were sent copies of the survey instrument, 222 (44.4%) completed and returned the survey. While this is a somewhat lower rate of response than that observed in previous reports, the 222 responding schools represent 16.8% of all Catholic secondary schools in the United States.

The distribution of the resulting sample by governance, enrollment size and region of the country (the three analysis categories used most frequently in this report) is shown in Exhibit 1. Comparison data are included from *United States Catholic Elementary and Secondary Schools, 1989-1990* (Brigham, 1990). The geographic distribution of the schools in the sample over-represents the Great Lakes region and under-represents the Mideast region. In addition, among the governance types, Parochial/Interparochial schools are under- represented and diocesan schools are over-represented. These particular differences between the census and the sample should be kept in mind when interpreting the findings in this report. The schools providing data reported in this study serve as a reasonable, although not perfect reflection of Catholic high schools throughout the United States. Generalizations from the full sample can be drawn with reasonable confidence. Conclusions drawn from data reported by some subsets should be treated tenderly and recycled with appropriate caveats. In short, as a statistical garment the sample provides all U.S. Catholic high schools with a fairly good fit; some schools will need to let out the seams a bit, others will need to take a tuck.

Exhibit 1
Number and Percentage Distribution of Sample Schools by Region, Governance and Enrollment

	No. of Sample Schools	% of Sample	% of All Catholic High Schools
Region			
New England	21	9	8
Mideast	47	21	28
Great Lakes	61	27	21
Plains	28	13	11
Southeast	32	14	14
West/Far West	33	15	17
Governance*			
Parochial/ Interparochial	36	16	24
Diocesan	95	43	36
Private	89	40	40
Enrollment*			
Under 500	123	59	54
500-1000	65	31	39
Over 1000	22	10	7

*totals less than 222 due to missing governance/enrollment data

Grade Composition

In recent years, there has been increasing interest in school consolidations and new grade level configurations. While Catholic elementary and secondary schools are still arranged for the most part in the traditional K-8 and 9-12 configurations, census data reported in the NCEA publication *United States Catholic Elementary and Secondary Schools 1989-1990* confirm the rapid growth of pre-kindergarten enrollments and extended day programs in Catholic elementary schools. The grade distributions of Catholic schools that include grades 9 - 12 in the present sample and the previous study are shown in Exhibit 2.

Exhibit 2
Percent of Schools of Various Grade Compositions

Grades	87-88	89-90
9-12	89	84
8-12	2	2
7-12	5	7
K or Pre-K/12	2	4
Other	2	2

While the shifts from 1988 to 1990 are small and well within the range of sampling errors, these data suggest some movement away from the conventional 9-12 arrangement may be underway.

Near-Term Plans

In order to obtain a preview of changes anticipated but not yet implemented, this survey, like the previous survey, also collected information on future plans. These are displayed in Exhibit 3.

Exhibit 3
Percent of Schools With Significant Changes in Grade or Gender Composition Planned in the Next Three Years

	87-88	89-90
None	86	91
Merge/Consolidate	3	1
Add New Grades 7 and/or 8	3	3
Becoming Coeducational	3	1
Other	5	4

It is also interesting to compare the percent of schools reporting in the 87-88 survey that they planned a change in the next three years with schools who reported that they had in fact made changes since the 87-88 school year. While this is only a two-year time period, it does provide some indication of the probability that planned changes reported will be implemented within the next several years.

Exhibit 4
Percent of Schools With Significant Changes in Grade or Gender Composition Planned in 1987 and Accomplished in 1989

	Planned 87-88	Accomplished 89-90
Merge/Consolidate	3	1
Add New Grades 7 and/or 8	3	3
Becoming Coeducational	3	2
Other	5	4

Given the assumption that some additional changes will be implemented in the third year, it seems reasonable to conclude that for the most part, planned changes in grade composition and school structure do in fact occur.

Grade Composition of Schools Considered in This Report

The majority of the comparison data available concerning "high schools" in the United States deal exclusively with schools composed of grades 7 and higher. In order to simplify the data display for the remainder of the report, and to make the financial data more comparable to national public school data and earlier versions of this report, the remainder of this report will restrict consideration to these schools consisting of grades not lower than grade 7, up through grade 12.

Gender Composition

Another descriptive variable of perennial interest is the gender composition of the school. Exhibit 5 shows this statistic displayed for the overall sample, and for the various analysis categories considered in this report. In the total sample, approximately two-thirds of all schools are co-educational, while more than a quarter are all-girls and only one in nine are all boys. This represents an increase within the sample in all-girls schools, a decrease in all boys schools, but essentially no change in co-educational schools since the previous report. The Plains region continues to lead the nation in co-educational schools, while the Mideast has the highest proportion of all-girls schools. Private schools continue to be disproportionately single- gender, while schools of the smallest and largest size categories tend to be co-educational; moderately-sized schools are about evenly divided between single-gender and co-educational schools. Recall however that the sample is stratified by region and enrollment, and not by gender composition. The distribution of schools by gender composition is not census data, and is susceptible to variations in the response rates of selected schools.

Exhibit 5
Percent of Schools of Various Gender Compositions by Region, Governance, and Enrollment

	All Boys		All Girls		Coeducational	
	87-88	89-90	87-88	89-90	87-88	89-90
Total	18	11	20	28	62	61
Region						
New England	29	20	10	15	62	65
Mideast	16	14	27	44	57	42
Great Lakes	17	10	20	28	63	62
Plains	11	4	4	15	85	81
Southeast	19	7	22	24	59	69
West/Far West	18	13	29	30	53	57
Governance						
Diocesan	10	8	9	12	81	80
Parochial/ Interparochial	3	0	9	16	88	84
Private	32	19	39	51	29	30
Enrollment						
Under 300	7	2	27	33	67	65
300-500	24	12	35	38	41	50
501-750	13	15	17	28	70	56
Over 750	25	20	7	11	68	69

Administration

The percent of schools owned or operated by a religious order has shown little change across the years for which data are available: 49.8% in 1986, 46.6% in 1988, 48.1% in 1990. There are apparent reductions in the percentages of lay principals in most categories, with the exceptions of the western region (28% in '87; 34% in '89) and private schools (10% in '87; 20% in '89). Lay principals continue to represent an important segment of Catholic school leadership, serving in about one third of the Catholic high schools in the United States, but their numbers are not growing rapidly.

Exhibit 6
Percent of Lay Principals by Region, Governance and Enrollment 1985-1986, 1987-1988, and 1989-1990

	1985-86	1987-1988	1989-1990
Total	31	37	34
Region			
New England	*	29	26
Mideast	20	18	15
Great Lakes	41	54	39
Plains	44	59	46
Southeast	44	44	42
West/Far West	21	28	34
Governance			
Diocesan	42	52	44
Parochial/ Interparochial	45	62	39
Private	13	10	20
Enrollment			
Under 300	39	40	39
300-500	25	24	24
501-750	27	43	29
Over 750	33	38	36

* = less than 1/2 of 1%
Principals' and Administrators' Salaries

Since information about administrators' compensation was first collected in 1988, this year's survey allows us the first opportunity to report trend data on principals' and administrator's salaries. These data are displayed in Exhibit 7. The average salary for a lay principal has increased 10% since 1987, moving from $37,400 to $41,300. The highest average salaries and the largest increases are found in the West ($47,200, up 19%) and among private Catholic schools ($45,700, up 10%). Not surprisingly, priests and religious serving as Catholic high school principals continue to be paid salaries (or stipends) that are substantially lower than the salaries of lay principals in comparable schools. The chasm between these numbers does not yawn quite so widely now as it did two years ago, however, reflecting continued attention on the part of school

leaders to the financial needs of religious communities. Administrators in schools with religious principals continue, on average, to earn more than their principals, but their salaries have come to resemble those of their counterparts in lay-led schools much more closely than was previously the case. Based on a comparison with data published by the National Association of Secondary School Principals, lay principals in Catholic high schools earn 26% less than their colleagues in public schools, a modest improvement over the 29% gap reported in the 1987-88 survey.

Exhibit 7
Mean Administrators' and Principals' Salaries by Governance, Region, and Size for Schools with Religious and Lay Principals
(in Thousands of Dollars)

	Schools with Lay Principals				Schools with Religious Principals			
	Principal		Administrator		Principal		Administrator	
	87-88	89-90	87-88	89-90	87-88	89-90	87-88	89-90
All Catholic High Schools	37.4	41.3	31.8	33.8	17.0	21.2	25.1	31.9
Public High Schools-(NASSP Report)	53.0	55.7	42.6 (assistant principals only)	46.5	—	—	—	—
Region								
New England	40.9	41.3	32.0	35.2	14.7	24.2	24.8	32.4
Mideast	39.4	36.9	29.6	32.1	14.5	20.7	24.8	33.2
Great Lakes	35.2	42.1	32.6	34.8	16.6	23.1	23.7	30.4
Plains	38.7	43.8	34.6	37.4	16.4	14.2	26.4	27.3
Southeast	34.5	34.0	30.6	29.4	19.2	15.6	25.4	31.1
West/Far West	39.6	47.2	29.4	32.6	21.7	28.2	25.6	34.0
Governance								
Diocesan	38.0	40.7	32.3	33.0	9.9	14.9	23.1	31.0
Parochial/ Interparochial	34.6	37.9	30.7	31.8	8.4	16.1	20.1	27.0
Private	41.6	45.7	32.4	37.3	22.5	27.1	26.9	33.5
Enrollment								
Under 300	28.5	34.6	29.0	30.7	14.9	21.1	15.5	25.2
300-500	36.6	40.4	32.9	31.8	17.7	19.4	23.9	31.3
501-750	40.9	40.8	33.4	33.4	15.5	22.5	25.7	33.5
Over 750	42.8	51.4	33.5	39.7	18.0	23.0	30.0	35.6

Academic Track

The percentage of students reported to be in college preparatory academic tracks has remained unchanged, at 89% since the previous survey. This compares with 80% in 1985-86.

Teachers

In 1989-90, the "average" Catholic high school had 30 full-time teachers and 6 part-time teachers, a decrease from the mean of 36 reported in 1987-88. Of the full-time faculty, 84% were lay people, essentially unchanged from the 83% reported in 1987-88. Seventy-two percent of the religious (10% of the total teaching staff) were religious women. Sixteen percent of the staff were not Catholic, essentially unchanged from the 15% observed in the earlier survey.

The length of service of the average high school teacher has been fairly constant from the 1985-86 survey to the present, with the percent of teachers with five or fewer years experience remaining between 46 and 49 percent over that entire period. In contrast, 54% were in this category in 1984 (The Catholic High School: A National Portrait, 1985, NCEA). While some will welcome this modest evidence of reduced teacher turnover, it more likely reflects the results of reductions in enrollments and consequent reductions in staffing, raising the average length of service for the remaining faculties.

Clergy/Religious Compensation

Out of the schools responding to the question in the current survey, 35 schools, or 20% who had women religious on staff and responded to the question, reported that they pay women religious at the same rate as lay teachers. This represents an increase from 15% reported in 1987-88. The lay parity rates for men religious (22%) were comparable, and showed a similar increase, but the parity rate for priests (16%) showed essentially no change from that reported earlier (15%). Average annual compensation (total of salary, benefits, housing, transportation and stipends) has increased to the point that priests and women religious receive essentially identical compensation, with men religious receiving, on average, approximately 8% more than either. The average compensation for women religious increased from $15,400 to $17,800, or 16% since 1987-88. The data are displayed in Exhibit 8.

Exhibit 8
Average Annual Compensation for Priests, Religious Women, and Religious Men (in Thousands of Dollars)

	Priests			Women Religious			Men Religious		
	85-86	87-88	89-90	85-86	87-88	89-90	85-86	87-88	89-90
Total	13.0	13.4	17.5	11.8	15.4	17.8	12.7	14.3	19.2
Under 300	*	*	14.0	11.1	13.6	17.1	*	*	16.0
300-500	13.1	12.9	18.5	11.5	15.4	17.2	13.0	13.9	20.1
501-750	11.6	14.2	16.2	11.9	17.4	18.7	12.4	13.0	18.9
Over 750	13.6	12.9	19.2	12.8	14.5	18.4	12.6	14.9	19.0

Lay Teacher Compensation

Ninety-two percent of the schools surveyed reported that they had established formal salary schedules for lay teachers "related to levels of education and years of experience," a proportion lower but not significantly different from that reported in the two earlier surveys. In 1989-1990, the average scheduled salary paid to a beginning lay teacher with a baccalaureate degree was $16,229, an increase of $1745 (12%) since 1987-88. Since the average increase for lay faculty (as well as for religious faculty) exceeds recent increases in the cost of living, it appears that Catholic high schools continue to be conscious of the need to improve faculty compensation.

Although the compensation gap between Catholic and public school teachers remains wide, Catholic schools have continued to narrow it slightly during the past two years.

The 1988 study reported that average Catholic high school salaries trailed the estimated public school averages by 22% at entry, 20% at maximum and 31% at the median. The 1990 data reflect spreads of 21% at entry, 15% at maximum and 29% at the median. Once again we caution that optimism should be encased in caveats. As we have pointed out in earlier reports, the AFT and NEA estimates of public school teachers' salaries seem low. The AFT estimate of maximum salaries does not include longevity increases, whereas the "comparable" data reported by Catholic schools responds to a question that incorporated years of service ("If your school has a salary schedule, what is the highest *scheduled* salary paid for a lay teacher with an MA/MS degree?") It seems clear then that both the 1988 and 1990 reports understate the difference between maximum salaries in public and Catholic schools. Nevertheless, the trend data provide some evidence of real if modest contraction in the compensation gap. Another trend which we can begin to track is the relationship between the median salaries in Catholic and Independent (NAIS) schools. In 1987, the median salary paid to a teacher in an independent school, $21,500.00 exceeded the %19,700 median salary paid to a teacher in a Catholic high school by 8%. In th;e 1989-1990 school year, the $24,400 median reported by NAIS exceeds the $22,100 median reported by Catholic high schools in this study by 9%.

The average highest salary paid to a lay teacher with a master's degree in 1989-90 was $29,049, an increase of $2873 (11%) over 1987- 88, less than the increase observed in three earlier surveys. (See Exhibits 9 and 10 for comparisons by enrollment size during the most recent survey periods.) The median lay teacher salaries for all schools in 1989-90, $22,081, represents an increase of $2314 (12%) over 1987-88 (see Exhibit 11 for median by enrollment size). In 1989-90, the average dollar amount of the benefits package for full-time lay teachers was $4656, an increase of 55% over 1987-88 (following 30% increases in earlier survey periods). Finally, 8% of the schools indicated that merit was a factor in establishing teachers' compensation, unchanged from the previous surveys.

Exhibit 9
Average Beginning Salary for Lay Teachers with B. A.
(in Thousands of Dollars)

Enrollment	1985-1986	1987-1989	1989-1990	% 87-89 Increase
Under 300	11.8	13.1	14.7	12
300-500	12.4	14.6	16.3	12
501-750	13.0	14.6	16.4	12
Over 750	13.3	15.3	17.9	17
All Catholic High Schools	12.6	14.5	16.2	12
All Public High Schools (AFT estimates)	17.0	18.6	20.5	10

Exhibit 10
Average Highest Salary for Lay Teacher with M.A.
(in Thousands of Dollars)

Enrollment	1985-1986	1987-1989	1989-1990	% 87-89 Increase
Under 300	19.0	22.3	24.7	11
300-500	22.2	26.3	30.0	14
501-750	23.0	26.9	30.3	13
Over 750	25.0	28.4	33.2	17
All Catholic High Schools	22.4	26.2	29.0	11
All Public High Schools (AFT estimate, *not including* longevity increases)	32.6	32.5	34.3	6

Exhibit 11
Median Lay Teacher Salary
(in Thousands of Dollars)

Enrollment	1985-1986	1987-1989	1989-1990	% 87-89 Increase
Under 300	14.1	16.3	19.0	17
300-500	16.5	20.1	22.3	11
501-750	17.4	20.5	23.0	12
Over 750	19.2	22.2	25.4	14
All Catholic High Schools	16.8	19.7	22.1	12
All Public High Schools (NEA estimates)	26.1	28.7	31.3	9
Natl Assoc. of Independent Schools	21.5	24.4	13	

Teacher Organizations

Twenty-nine percent of the schools reported that at least some of their teachers "are represented during contract negotiations by some bargaining group," a decrease from the 33% reported in the 1987-88 survey.

Exhibit 12
Percent of Schools with Bargaining Representation

Region	1985-86	1987-1988	1989-1990
New England	8	22	18
Mideast	50	34	37
Great Lakes	19	12	21
Plains	12	19	16
Southeast	4	1	5
West/Far West	6	4	4

Of teachers with representation, 26% are represented by a diocesan organization. Other local groups represent 47%, and the remainder are represented by the National Association of Catholic School Teachers (23%) and other national groups.

There is a strong relationship between representation and salary, and a particularly significant relationship to the dollar value of the average benefit package (cf. Exhibit 13).

Exhibit 13
Teacher Salary and Benefits
in Schools With and Without Bargaining Representation
(in Thousands of Dollars)

	With	Without
Average Starting Salary for Lay Teacher with B.A.	16.9	15.9
Average Maximum Salary for Lay Teacher	31.4	28.4
Median Lay Salary	24.0	21.3
Average Benefit Package	5.8	4.1

Pupil-Teacher Ratio

Sample schools had an average pupil-teacher ratio of 14.6 to 1.0, a decline from the 15.5 reported in the previous survey. In terms of the quality of education, lower pupil-teacher ratios are, of course, considered a positive development, but to the extent that they reflect declining school enrollments, the trend is less positive.

Exhibit 14
Pupil-Teacher Ratio by Enrollment and School Type

Enrollment	1985-1986	1987-1989	1989-1990	87-89 Difference
Under 300	11.7	11.5	11.1	-0.4
300-500	15.5	14.7	15.0	+0.3
501-750	16.6	16.0	16.7	+0.7
Over 750	19.2	17.8	17.7	-0.1
School Type				
Diocesan	18.0	16.1	15.7	-0.4
Parochial/ Interparochial	17.5	14.1	14.1	0.0
Private	15.8	14.3	13.6	-0.7

Students

Selected Characteristics

The "average" Catholic high school has 541 students, a decrease of 14% from the 1988 survey. These biennial reports of national enrollment trends reflect a mixed pattern in which some schools are experiencing enrollment growth while others experience contractions. The percent of students who are Catholic (84.7%) has been slowly declining (86.4% in 1988; 87.7% in 1980). Since these reports are based on samples, more precise enrollment trends can be tracked through NCEA's annual publication of school census data (cf. *United States Catholic Elementary and Secondary School 1989-90,* Brigham). In this instance, the percentage calculated from census reports of non-Catholic enrollments in Catholic high schools is within 1% of the data reported in this study (14.3% vs. 15.3%)

Exhibit 15 examines percentage enrollment by racial/ethnic group over the previous four years. The most notable trend has been the relative stability of the percentages for all racial/ethnic groups through all four grade levels, supporting the contention by other research that Catholic high schools tend to retain and graduate a high percentage of their minority students. Here too, census data closely track the percentages reported in this study, confirming our conviction that the sample provides an accurate representation of the national distribution of students in Catholic high schools.

Exhibit 15
Per School Averages—Racial/Ethnic Composition by Grade Percentages

	9th Grade			10th Grade			11th Grade			12th Grade			NCEA Census
	86	88	90	86	88	90	86	88	90	86	88	90	89-90
Amer. Indian	*	*	*	*	*	*	*	*	*	*	*	*	0.4
Asian/Pacific	3	3	3	3	3	4	3	3	4	3	3	3	3.8
Black	8	8	8	7	7	8	7	8	8	6	7	8	8.2
Hispanic	9	11	10	9	11	10	8	10	9	8	10	9	9.8
White	79	77	79	81	76	78	82	77	78	82	78	79	77.8

* = less than 0.5%, more than 0.0

The family income of the students attending Catholic high schools is a continuing interest. Baseline data for 1983 published in the "National Portrait" refuted the contention that Catholic high schools primarily served students from relatively affluent families. Although the percentage of students from poor families (under $15,000) remains low in comparison to the national distribution, the children of working poor and middle class families ($15,000 - $35,000) are present in percentages that exceed the national distribution.

Exhibit 16
Percentage Family Income Distribution in Catholic High Schools (by Principal's Report) and in the United States

	Catholic High Schools (1989)	United States (1988)
Under $15,000	7	21
$15,000 - $25,000	18	19
$25,001 - $35,000	29	18
$35,001 - $50,000	27	20
Over $50,000	18	23

Changes over the past six years reflect the continuing pressures of rising costs and increases in tuition. The percentage of students from families with incomes of $25,000 or less has dropped from 48% in 1983, to 44% in 1985, 36% in 1988, and 25% in the current survey. This is in part a result of inflation. A technical analysis based on "constant dollars" would substantially influence these distributions and increase the percentages within the second category, the working poor. At the same time, the unadjusted figures clearly show an underrepresentation of affluent and upper-middle class families in Catholic schools (18% report incomes above $50,000, vs. 23% of U.S. families in this income group in 1988). These data provide additional evidence to refute persistent and pernicious stereotypes of Catholic schools as a refuge for the wealthy. Clearly, many families who choose Catholic high schools for their children must strain to find money for tuitions within limited budgets.

Twenty-six percent of the Catholic high schools surveyed say that they serve one or more handicapped students, a decline from 31% in the previous survey. The average number of handicapped students at schools with at least one such student is 5; one school reports having 75 such students.

Financial Aid

Given a broadly shared commitment to diversity and access, and a continuing reliance on tuition income, adequately funded financial aid programs are increasingly important, not only to the Catholic high school's balance sheet, but to the implementation of its philosophy. When asked how many of their ninth through twelfth grade students received some form of financial aid from the school, only 13 schools (7% of those responding to the question) said "none." Of those who provide financial aid to their students, that aid was received, on average, by 17% of the students. Family financial need continued to be the primary criterion used by schools in

determining whether to give aid, followed by the student's academic record or potential. Of those receiving financial aid, approximately one student in six was given aid solely on the basis of ethnic origin or race. Athletic scholarships are quite rare (see Exhibit 17). Most schools (81%) offer some reduction in tuition for the children of their teachers and administrators.

Exhibit 17
Percent of All Catholic High Schools Applying Various Criteria for Awarding Financial Aid

	1985-86	1987-1988	1989-1990
Academic Record or Promise	52	53	62
Athletic Record or Promise	2	4	3
Financial Need	94	95	97
Racial or Ethnic Origin	16	15	17
Vocational Intention	1	2	2

The average grant has increased for schools of all sizes. The median amount of total financial aid provided by a school was $45,000, a 12.5% increase from the amount reported in 1987-88. The size of the average grant has risen from $709 to $880, representing a 24% increase in the past two years. The average grant in 1989 covered 38% of the cost of average freshman tuition. In 1987, the average grant covered 37% of the average tuition. On balance, there is substantial evidence here that the schools have made serious efforts to increase their financial aid programs. In most cases, their efforts have kept pace with tuition increases.

Exhibit 18
Dollar Value of Average Grant by Enrollment Size

Enrollment	1985-1986	1987-1989	1989-1990	87-89 % Increase
Under 300	772	819	995	21
300-500	614	622	832	34
501-750	549	649	877	35
Over 750	437	702	799	14

Admission Standards

The numbers of students applying for admission and being informed of acceptance in U.S. Catholic secondary schools vary widely. A relatively small number of schools report exceptionally large applicant pools and highly selective admission standards. Since extremes tends to inflate means, the use of medians (the value above and below which 50% of the values lie) provides a more realistic description of the applicant pool and admission standards of most Catholic high schools.

The shift from means to medians was first made in the previous report. Exhibit 19 reflects the first set of comparisons and a preliminary review of recent trends in Catholic high school admissions.

In 1989 the median number of students applying to a given Catholic high school was 143, of which 140 (98%) were accepted and 120 registered for admission.

Exhibit 19
Catholic High School Applications, Acceptances and Admissions

	87-88	89-90
Number of applicants	160	143
Number and percent of applicants accepted for admission	150 (94%)	140 (98%)
Number and percent of accepted applicants enrolled	127 (85%)	120 (86%)

The four most important criteria for admission continue to be successful completion of the previous school year, completion of one or more standardized achievement or aptitude tests, recommendation of the elementary school principal, and a strong academic record (see Exhibit 20).

Exhibit 20
Percent of High Schools "Always" or "Usually" Applying Various Admission Criteria

	85-86	87-88	89-90
Ability to pay full tuition without aid	26	22	22
Completion of one or more standardized achievement or aptitude tests	82	82	80
Completion of written admissions test developed by your school	—	—	25
Personal interview with parent or guardian	43	43	48
Recommendation of elementary school principal	73	76	68
Recommendation of student's pastor	17	15	13
Strong academic record	65	70	71
Successful completion of previous year of school	94	96	95

When asked what percent of their students graduate, over one- fifth report 95% or more, and more than half 90% or more, suggesting additional confirmation of recent research reporting exceptionally low dropout rates for Catholic high schools. When combined with the data on admissions, as well as research based on longitudinal studies of academic achievement and post-secondary success, the evidence for Catholic high school effectiveness with a broad range of students would seem rather persuasive.

Facilities

The "average" year in which Catholic schools were established is 1935, although the median is 1949. Not surprisingly, the average is strongly influenced by a small number of very old schools; thirteen claim establishment before the First Vatican Council. The reported year of construction of the oldest building on the high school campus is also skewed, with a mean of 1946 and a median of 1955 (only two high school buildings in this sample were built before the First Vatican Council, while 32 have been built since the close of the Second.)

Current market values of buildings and grounds also vary widely, from less than half a million dollars to $35,000,000, with a mean of $6.4 million and a median of $4.5 million. Among the statistics on school facilities, only the median value of buildings and facilities shows any significant change (increase) from the previous survey.

While the average school enrolls 541 students (down from 622 in 1987-88), it reports a capacity for 725 students (down from 777 in the previous survey.) Overcrowding seems not to be a current concern in most schools; enrollment as a percent of capacity is at 75%, down from 80% in the two previous surveys.

Parental Involvement

Ninety-one percent of the schools say that they "make use of volunteer work by parents and family members." A typical school in the sample reports 137 parents were involved in volunteer work, donating a total of 3651 work hours, or approximately 27 hours per person. These figures represent declines of 12% or more from the previous report. While these declines confirm reports of the impact of increased parental participation in the work place and consequent reductions in time available for voluntary service, Catholic high schools continue to draw an extraordinarily generous response from the communities they serve.

Finances

Estimated National Operating Revenues

In analyzing the finances of the United States Catholic secondary educational community, estimates have been generated for both national operating revenues and national operating expenses by multiplying the means obtained from schools who responded to this survey by 1324, the total number of schools reported in *United States Catholic Elementary and Secondary Schools, 1989-90*.

The 1988 finance report noted that operating revenues nationally were $2.37 billion. In the two years since that report, operating revenues have decreased by 4% to $2.28 billion, a reflection of the decrease in numbers of schools from 1391 in 1987 to 1324 in 1989. As with previous reports, tuition and fees remain the principal source of income. Contributed services have declined 15% in the past two years, reflecting not only the decrease in the number of religious, but also the movement toward improved compensation for religious. Nevertheless, the contributed services of religious remain an important source of income for many schools, and a national gift to Catholic education with a dollar value in excess of $86,000,000.

Operating Revenues per School The "average" high school generated $1.7 million dollars in operating revenue in 1988-90, an amount unchanged since the previous report. The percent of that revenue generated by tuition and fees is likewise unchanged at 72%, although the tuition revenue was generated by a smaller number of students paying higher tuitions. Fundraising income has increased while contributed services and the catch-all category of "all other income" (e.g., endowments, athletic receipts) have declined (see Exhibit 21).

Exhibit 21
Average School Income and Percentage by Source and Estimated National Income (in Thousands of Dollars)

Sources of Income	Average per School Income and Percentages 87-88		89-90		Estimated 89-90 National Income for All Schools
Tuition and fees	1,219.1	(71%)	1,240.0	(72%)	1,641,760.0
Contributed services	77.4	(5%)	65.5	(4%)	86,722.0
Subsidies	133.0	(8%)	125.4	(7%)	166,029.6
Fundraising	126.0	(7%)	145.7	(8%)	192,906.8
All other income	167.7	(10%)	148.8	(9%)	197,011.2
Total operating income	1,723.2		1,725.4		2,284,429.6

Estimated National Expenses

Operating expenses have shown very little growth since the last report, in contrast to a major increase reported for the 1986-88 period. Nonetheless, the $2.27 billion in educational expenses shown in Exhibit 21 provides one quantifiable measure of the contribution that Catholic high schools and their supporters make to the nation. Operating Expenses per School

Average per school expenses have increased more quickly than average per school revenues, leading to an average operating surplus of only $21,000, or about one percent of the operating budget. In effect, the data suggest that Catholic high schools continue to operate on balanced budgets, but with little margin for unanticipated expenses, debt reduction, or deferred maintenance.

Exhibit 22
Average School Operating Expenses and Percentage by Category and Estimated National Operating Expenses (in Thousands of Dollars)

Expense Category	Average per School Operating Expenses and Percentage				Estimated National Operating Expenses
	87-88		89-90		89-90
Salaries — lay	791.9	(47%)	746.6	(44%)	988,498.4
Salaries — religious	112.6	(7%)	118.6	(7%)	157,026.4
Contributed services	55.4	(3%)	45.3	(3%)	59,977.2
Other salaries	135.3	(8%)	151.3	(9%)	200,321.2
All fringe benefits	177.4	(10%)	199.3	(12%)	263,873.2
Other operating expenses	429.6	(25%)	455.0	(26%)	602,420.0
Total operating expenses	1,702.2		1,716.1		2,272,116.4

Operating Revenues by School Type

The median total income for private high schools was 43% higher than that of parochial/ interparochial schools, and 18% higher than that of diocesan schools. Within income categories, private school median tuition and fees were more than two times that of parochial/ interparochial schools, but only 26% greater than that of diocesan schools. The private school median income from fundraising was two and a half times that of parish schools, and 50% higher than diocesan schools. In each of these areas, the gap between private and parish schools has narrowed somewhat since the previous survey. However, the median subsidies for parish schools continue to exceed both diocesan and private schools by a considerable amount.

Exhibit 23
Median Income by Source (in Thousands of Dollars)

Source of Income	Diocesan	Parochial/ Interparochial	Private
Tuition and fees	1,182.2	685.7	1,491.0
Contributed services	58.5	17.8	89.8
Subsidies	175.2	263.7	25.6
Fundraising	126.3	75.1	190.4
All other income	104.3	104.0	210.7
Total operating income	1,646.5	1,146.3	2,007.5

Operating Expenses by School Type

Not surprisingly, median private school expenses are higher in all categories than those of diocesan schools, which are in turn higher than those of parochial/interparochial schools (Exhibit 24).

Exhibit 24
Median Operating Expenses by School Type (in Thousands of Dollars)

Expense Category	Diocesan	Parochial/ Interparochial	Private
Salaries and Benefits	1,231.2	895.0	1,417.5
Other expenses	411.6	233.0	576.8
Total operating expense	1,642.8	1,128.0	1,994.3

For further categorical revenue and expense analyses, see the Appendices.

Tuition and per-Pupil Expenditures

Across all schools surveyed, as displayed in Exhibit 25, median tuition represented 65% of per pupil costs, down from 70% in 1987. However, the percentage varies across school categories. Within the four sub-groupings of schools by governance, gender, region, and enrollment, tuitions in private schools, boys' schools, schools in New England and the West/Far West, and schools with more than 750 students provide the highest percentages of per pupil costs. The greatest changes from the 87-88 survey are for parish/interparochial schools, whose percent of expenditures accounted for by tuition experienced a 13% or more increase. The per pupil costs in all public schools (K-12) is estimated at $4719, or 34% more than the per pupil costs of Catholic high schools. Since the public school average includes a majority of elementary schools, whose costs are typically lower than secondary schools, the real difference between Catholic and public secondary school per-pupil costs is certainly far greater than 34%. In any case, a conservative estimate of the dollar value of Catholic secondary education to the nation in 1989-90 would exceed 3 billion dollars.

Exhibit 25
Median Tuition Costs and Per Pupil Expenditures and Tuition as % of per Pupil Expenditures

	9th Gr Tuition	Per Pupil Expenditures	Tuition as Percent Total of Expenditures
All Catholic H. S.	2299	3517	65
All public schools K-12 (U.S. Dept. of Education)	—	4/19	—
Region			
New England	2632	3456	76%
Mideast	2100	3076	68
Great Lakes	2000	3160	63
Plains	1470	2739	53
Southeast	2200	3146	70
West/Far West	2800	3566	79
Governance			
Diocesan	2000	3082	65
Parochial/ Interparochial	1855	2971	62
Private	2525	3405	74
Enrollment			
Under 300	1965	3313	59
300-500	2090	3191	65
501-750	2350	3082	76
Over 750	2425	3019	80
Gender Composition			
Boys' school	2750	3500	79
Girls' school	2288	3207	71
Coed school	2050	3100	66

In the last two years, average tuition has increased by 18%, from $1938 in 1987 to $2299 in 1989. The average Catholic high school freshman-year tuition has increased over $1,000 (79%) since 1983-84 (Exhibit 26).

Exhibit 26
Average Tuition by Grade 1983-1984 through 1987-1988

	1983-84	1985-86	1987-88	1989-90
Grade 9	1284	1675	1938	2299
Grade 10	1359	1681	1929	2302
Grade 11	1368	1684	1924	2303
Grade 12	1362	1691	1927	2306

Development

For the first time the current survey asked schools to report some detailed information about their development programs. Of all Catholic high schools in the sample, 84% reported that they had established a development office. Development activity is a fairly recent phenomenon. The average office was established in 1983. Ninety two percent of the development offices are staffed by salaried directors. Private schools (1982) show modest headstarts over diocesan (1984) and parish schools (1984) in establishing a development program and in providing a salaried director (93.4% vs. 90.4% and 91.7% in diocesan and parish schools respectively.) While most schools seem to be working on multi-faceted development programs, there are significant variations in the income generated by the development efforts of Catholic high schools. (cf. Exhibit 27)

Exhibit 27
Average Income From Development Sources in 1989-90
By School Type (in Thousands of Dollars)

	Alumni Contributions	Parents Contributions	Other Contributors to Annual Fund	Special Events
All Catholic High Schools	34.5	26.0	34.4	51.2
Private	47.5	40.0	46.8	56.9
Diocesan	27.9	20.5	50.6	50.6
Parish/Interparochial	16.6	2.3	36.6	36.6

Governance and External Relations

School Boards

In this report, as in the National Portrait, the term "school board" was defined in its broadest sense, to include both advisory groups as well as policy-making bodies and legally responsible boards of trustees.

Eighty-two percent of the high schools surveyed reported that they had a school board, an increase from the 76% last reported in 1987. The average size of the school board (14.7) has remained stable; it would seem that most Catholic high schools have settled on a 15 person board. Diocesan and parochial schools are about equally likely (78%) to have boards, while private schools (87%) are more likely than either to have a board. Average size of school boards and percent lay involvement, by governance and enrollment size, are shown in Exhibit 28. The percent lay membership is lowest, although still over 60%, for private schools. It seems reasonable to infer that many sponsoring religious communities have retained a significant role on the boards of their schools.

Exhibit 28
Average Size of School Boards and Percent of School Board Members Who Are Laypersons by Governance and Enrollment

	No. of Members	Percent Lay
Governance		
Diocesan	15	77
Parochial/ Interparochial	14	74
Private	15	66
Enrollment		
Under 300	13	71
300-500	15	69
501-750	16	74
Over 750	17	72

Federal and State Program Participation

There are no substantial changes reported by the schools in this study in the rates of participation in the various federal programs still available to Catholic schools, listed in Exhibit 29. Participation in state programs has remained relatively stable after a marked increase from 1986 to 1988 (Exhibit 30).

Exhibit 29
Percent of Schools Reporting Participation in Federally Assisted or Financed Programs

	85-86	87-88	89-90
Education Consolidation Improvement Act			
Chapter 1 (Education of children of economically disadvantaged)	13	12	15
Chapter 2 (Consolidation of federal programs for elementary and secondary education	73	70	80
Junior ROTC 2	2	2	
Talent Search 5	4	4	
Upward Bound	9	6	8
Vocational Act of 1963:			
Vocational Education Basic Programs	9	6	6
Cooperative Vocational Education Program	12	12	8
Consumer and Homemaking Education	5	4	6

Exhibit 30
Percent of Schools Reporting Participation in State Assisted or Financed Programs

	85-86	87-88	89-90
Bus transportation	47	43	41
Drug education	9	32	42
Education of the handicapped	10	13	11
Education of students from low-income families	5	5	4
Guidance and counseling	19	26	16
Health services	33	37	28
Library or A-V resources	67	70	57
Textbooks	44	45	48

APPENDIX A

Introduction

The "average school" is a statistical model derived largely from the means of various measures obtained in the sample. It is not a "real" school, but one which readers may find useful as a yardstick against which to measure their own experiences and situations. The model of the average Catholic high school is followed by a set of statistical models for each of the seven "typical" schools. When studying these models, the reader should remember that there are many interrelated variables that determine the fiscal dimensions of each school's operation, e.g., location, staff size, tuition rates, age and condition of facilities, composition and resources of the community served by the school. Some of these variables are especially elastic; others can harden into constraints, depending on the prevailing climate.

Average Catholic High School

The average Catholic high school is coeducational. It has an enrollment of 541 students, which is 75% of the school's capacity. It is lead by a religious or clergyman. The majority of its students are in a college preparatory program, and its pupil-teacher ratio is 14.6 to 1. Of its 9th grade class of 143, its is estimated that 129 will remain in school and graduate in four years.

Eighty-three of the school's students are non-Catholic. Twenty- five percent of the students come from families with annual incomes of less than $25,000 per year, and the principal estimates that perhaps 5% of the students come from families that receive Aid to Families with Dependent Children. Across all four years, 17% of the students receive some form of financial aid, averaging about $880 per student.

The school has a full-time faculty of 30, of whom 5 are religious and 25 are laypersons. Five of the teachers are not Catholic. Twenty of the teachers have 10 or fewer years' experience. The median salary for lay teachers is $22,081, and they have a benefit package valued at $4656. The school also has six part-time teachers.

The school's income is $1,725,400 and its expenses are $1,716,600. The investment in each student is $3517, of which $2300 is covered by tuition and fees.

The school has a board of 15 members, 11 of whom are lay persons. The board approves the annual budget and prepares and makes available an annual financial report.

Average High School Model
The Diocesan High School (n = 92)

In 1989-90 there were 473 diocesan high schools. Among the three school types, the average diocesan high school had the largest enrollment, and the highest pupil-teacher ratio.

Enrollment		
Total	586	
Catholic	511	
Non-Catholic	75	
Gender Composition:	Co-educational	(80%)
Principal:	Religious	(56%)
Faculty (Full-time)		
Total	34	
Catholic lay	24	
Religious	5	
Non-Catholic	5	
Pupil-teacher ratio	15.7	
Lay Salary and Benefits		
Beginning salary (B.A)	16,064	
Highest salary (M.A.)	28,133	
Median salary	21,463	
Benefit package	5,130	
Finances		
Total income	1,644,138	
Tuition and fees	1,182,517	
Total expenses	1,544,517	
Difference	(379)	
Average 9th grade tuition	2,035	
Average grant-financial aid	745	
Per pupil expenditure	3,117	
School Board		
Average number of members	15	
Average number of lay members	11	

Average High School Model
The Parochial/Interparochial High School (n = 31)

In 1989-90 there were 321 parish and interparochial high schools. Among the three governance types, the average parochial or interparochial high school had the smallest enrollment, the lowest tuition, and the highest percentage of non-tuition income.

Enrollment		
Total	402	
Catholic	362	
Non-Catholic	40	
Gender Composition:	Co-educational	(84%)
Principal:	Religious	(61%)
Faculty (Full-time)		
Total	25	
Catholic lay	18	
Religious	3	
Non-Catholic	4	
Pupil-teacher ratio	14.1	
Lay Salary and Benefits		
Beginning salary (B.A)	14,966	
Highest salary (M.A.)	26,521	
Median salary	20,249	
Benefit package	3,862	
Finances		
Total income	1,148,128	
Tuition and fees	685,708	
Total expenses	1,128,617	
Difference	19,511	
Average 9th grade tuition	1,704	
Average grant-financial aid	441	
Per pupil expenditure	2,927	
School Board		
Average number of members	14	
Average number of lay members	10	

Average High School Model
The Private High School (n = 83)

In 1989-90 there were 530 private high schools. Among the three school types, the average private high school had the highest tuition, per pupil expenditure and financial aid, the highest faculty salaries, and the largest operating budget.

Enrollment		
Total	545	
Catholic	470	
Non-Catholic	75	
Gender Composition: Single Sex (70%; 51% all girls; 19% all boys)		
Principal:	Religious	(80%)
Faculty (Full-time)		
Total	29	
Catholic lay	19	
Religious	5	
Non-Catholic	5	
Pupil-teacher ratio	13.6	
Lay Salary and Benefits		
Beginning salary (B.A)	16,938	
Highest salary (M.A.)	31,159	
Median salary	23,418	
Benefit package	4,457	
Finances		
Total income	2,005,848	
Tuition and fees	1,490,962	
Total expenses	1,994,212	
Difference	11,636	
Average 9th grade tuition	2,802	
Average grant-financial aid	1,171	
Per pupil expenditure	4,171	
School Board		
Average number of members	15	
Average number of lay members	10	

Average High School Model
Less than 300 Students (n = 63)

Enrollment		
Total	174	
Catholic	144	
Non-Catholic	30	
Gender Composition:	Co-educational	(65%)
Principal:	Religious	(61%)
Faculty (Full-time)		
Total	14	
Catholic lay	8	
Religious	3	
Non-Catholic	3	
Pupil-teacher ratio	11.1	
Lay Salary and Benefits		
Beginning salary (B.A)	14,707	
Highest salary (M.A.)	24,666	
Median salary	19,015	
Benefit package	3,315	
Finances		
Total income	689,595	
Tuition and fees	414,584	
Total expenses	690,959	
Difference	(1,364)	
Average 9th grade tuition	2,285	
Average grant-financial aid	995	
Per pupil expenditure	3,975	
School Board		
Average number of members	13	
Average number of lay members	9	

Average High School Model
Between 300 and 500 Students (n = 48)

Enrollment		
Total	398	
Catholic	338	
Non-Catholic	60	
Gender Composition:	Co-educational	(50%)
Principal:	Religious	(76%)
Faculty (Full-time)		
Total	25	
Catholic lay	15	
Religious	5	
Non-Catholic	5	
Pupil-teacher ratio	15.0	
Lay Salary and Benefits		
Beginning salary (B.A)	16,309	
Highest salary (M.A.)	29,954	
Median salary	22,270	
Benefit package	4,896	
Finances		
Total income	1,361,023	
Tuition and fees	880,907	
Total expenses	1,374,791	
Difference	(13,768)	
Average 9th grade tuition	2,214	
Average grant-financial aid	832	
Per pupil expenditure	3,512	
School Board		
Average number of members	15	
Average number of lay members	10	

Average High School Model
Between 500 and 750 Students (n = 39)

Enrollment	
Total	600
Catholic	502
Non-Catholic	98
Gender Composition: Co-educational (56%)	
Principal: Religious (71%)	
Faculty (Full-time)	
Total	34
Catholic lay	23
Religious	5
Non-Catholic	6
Pupil-teacher ratio	16.7
Lay Salary and Benefits	
Beginning salary (B.A)	16,438
Highest salary (M.A.)	30,254
Median salary	22,991
Benefit package	4,596
Finances	
Total income	1,943,707
Tuition and fees	1,436,301
Total expenses	1,926,864
Difference	16,843
Average 9th grade tuition	2,289
Average grant-financial aid	878
Per pupil expenditure	3,135
School Board	
Average number of members	16
Average number of lay members	11

Average High School Model
More than 750 Students (n = 45)

Enrollment	
Total	1162
Catholic	1048
Non-Catholic	114
Gender Composition:	Co-educational (69%)
Principal:	Religious (64%)
Faculty (Full-time)	
Total	58
Catholic lay	43
Religious	8
Non-Catholic	7
Pupil-teacher ratio	17.7
Lay Salary and Benefits	
Beginning salary (B.A)	17,922
Highest salary (M.A.)	33,156
Median salary	25,351
Benefit package	5,927
Finances	
Total income	3,393,906
Tuition and fees	2,628,548
Total expenses	3,359,565
Difference	34,341
Average 9th grade tuition	2,464
Average grant-financial aid	799
Per pupil expenditure	3,180
School Board	
Average number of members	17
Average number of lay members	12

APPENDIX B

Summary Tables by Governance, Region, and Enrollment

Table B1
Total Tuition and Fees Income (Dollar Median in Thousands of Dollars)

	Diocesan		Parochial/ Interpar.		Private	
New England						
500 and under	**		**		**	
Over 500	1,758.8	(4)	NS		2,308.9	(3)
Mideast						
500 and under	365.8	(6)	**		615.1	(8)
Over 500	1,625.9	(7)	NS		2,204.7	(5)
Great Lakes						
500 and under	373.0	(11)	504.0	(3)	694.4	(7)
Over 500	1,500.0	(11)	1,374.6	(3)	2,367.3	(12)
Plains						
500 and under	**		196.9	(7)	**	
Over 500	**		806.2	(4)	**	
Southeast						
500 and under	365.2	(6)	**		529.0	(5)
Over 500	2,013.6	(7)	NS		1,258.9	(3)
West/Far West						
500 and under	507.0	(5)	NS		1,084.6	(15)
Over 500	**		NS		1,931.0	(3)

** = less than 3 schools in this category
NS = no schools in this category
(n) = number of schools in this category

Table B2
Tuition and Fees as Percent of Operating Funds (Median Percent)

	Diocesan		Parochial/ Interpar.		Private	
New England						
500 and under	**		**		**	
Over 500	67%	(4)	NS		79%	(3)
Mideast						
500 and under	48	(6)	**		73	(8)
Over 500	84	(7)	NS		75	(5)
Great Lakes						
500 and under	43	(11)	66	(3)	59	(7)
Over 500	76	(11)	83	(3)	84	(12)
Plains						
500 and under	**		29	(7)	**	
Over 500	**		38	(4)	**	
Southeast						
500 and under	67	(6)	**		64	(5)
Over 500	87	(7)	NS		77	(3)
West/Far West						
500 and under	66	(5)	NS		78	(15)
Over 500	**		NS		84	(3)

** = less than 3 schools in this category
NS = no schools in this category
(n) = number of schools in this category

Table B3
Total Non-Tuition Income (Dollar Median)

	Diocesan		Parochial/ Interpar.		Private	
New England						
500 and under	**	**	**			
Over 500	759.3	(4)	NS		789.1	(3)
Mideast						
500 and under	421.7	(6)	**		224.3	(8)
Over 500	404.3	(7)	NS		521.3	(5)
Great Lakes						
500 and under	302.9	(11)	266.0	(3)	346.2	(7)
Over 500	515.9	(11)	259.5	(3)	438.5	(12)
Plains						
500 and under	**		346.1	(7)	**	
Over 500	**		1,245.2	(4)	**	
Southeast						
500 and under	214.9	(6)	**		275.2	(5)
Over 500	494.4	(7)	NS		586.0	(3)
West/Far West						
500 and under	278.5	(5)	NS		300.0	(15)
Over 500	**		NS		658.0	(3)

** = less than 3 schools in this category
NS = no schools in this category
(n) = number of schools in this categor

Table B4
Fundraising as Percent of Operating Income (Median Percent)

	Diocesan		Parochial/ Interpar.		Private	
New England						
500 and under	**		**		**	
Over 500	9.4%	(4)	NS		4.9%	(3)
Mideast						
500 and under	4.3	(6)	**		12.0	(8)
Over 500	4.7	(7)	NS		3.7	(5)
Great Lakes						
500 and under	13.1	(11)	6.3	(3)	16.8	(7)
Over 500	7.6	(11)	5.1	(3)	6.2	(12)
Plains						
500 and under	**		7.1	(7)	**	
Over 500	**		8.9	(4)	**	
Southeast						
500 and under	11.5	(6)	**		7.0	(5)
Over 500	3.1	(7)	NS		13.5	(3)
West/Far West						
500 and under	16.1	(5)	NS		11.1	(15)
Over 500	**		NS		8.0	(3)

** = less than 3 schools in this category
NS = no schools in this category
(n) = number of schools in this category

Table B5
Per Pupil Expenditures (Dollar Median)

	Diocesan		Parochial/ Interpar.		Private	
New England						
500 and under	**		**		**	
Over 500	3284	(4)	NS		4292	(3)
Mideast						
500 and under	2792	(4)	**		3137	(6)
Over 500	2992	(7)	NS		3391	(4)
Great Lakes						
500 and under	3210	(11)	**		3373	(7)
Over 500	2819	(9)	2868	(3)	3360	(9)
Plains						
500 and under	**		3122	(7)	**	
Over 500	**		2866	(4)	**	
Southeast						
500 and under	3437	(6)	**		3882	(4)
Over 500	2816	(6)	NS		2829	(3)
West/Far West						
500 and under	3350	(4)	NS		3760	(13)
Over 500	**		NS		**	

** = less than 3 schools in this category
NS = no schools in this category
(n) = number of schools in this category

Table B6
Total Salaries and Benefits (Dollar Median in Thousands of Dollars)

	Diocesan		Parochial/ Interpar.		Private	
New England						
500 and under	**		**		**	
Over 500	2,023.0	(4)	NS		1,859.2	(3)
Mideast						
500 and under	614.5	(6)	**		694.4	(8)
Over 500	1,465.7	(7)	NS		2,418.7	(5)
Great Lakes						
500 and under	424.8	(11)	475.0	(3)	786.6	(7)
Over 500	1,487.3	(11)	1,303.8	(3)	1,962.5	(12)
Plains						
500 and under	**		605.3	(7)	**	
Over 500	**		1,282.2	(4)	**	
Southeast						
500 and under	381.9	(6)	**		536.2	(7)
Over 500	1,789.9	(7)	NS		1,088.4	(3)
West/Far West						
500 and under	583.0	(5)	NS		771.8	(15)
Over 500	**		NS		2,064.0	(3)

** = less than 3 schools in this category
NS = no schools in this category
(n) = number of schools in this category

Table B7
Total Other Operating Expenses (Dollar Median in Thousands of Dollars)

	Diocesan		Parochial/ Interpar.		Private	
New England						
500 and under	**	**	**			
Over 500	757.1	(4)	NS		2,052.5	(3)
Mideast						
500 and under	231.9	(6)	**		250.7	(8)
Over 500	565.0	(7)	NS		585.4	(5)
Great Lakes						
500 and under	204.1	(11)	135.0	(3)	209.3	(7)
Over 500	493.6	(11)	179.0	(3)	704.2	(12)
Plains						
500 and under	**		195.3	(7)	209.3	(7)
Over 500	**		467.8	(4)	**	
Southeast						
500 and under	144.0	(6)	**		253.4	(5)
Over 500	556.0	(7)	NS		354.5	(3)
West/Far West						
500 and under	227.5	(5)	NS		317.5	(15)
Over 500	**		NS		811.0	(3)

** = less than 3 schools in this category
NS = no schools in this category
(n) = number of schools in this category

APPENDIX C

Catholic High Schools Reflected in This Report

New England

Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

Northwest Catholic High School	West Hartford, CT
Marianapolis Preparatory School	Thompson, CT
Notre Dame Catholic High School	Fairfield, CT
St. Dominic Regional High School	Lewiston, ME
Holyoke Catholic High School	Holyoke, MA
Cathedral High School	Springfield, MA
St. Bernard's High School	Fitchburg, MA
Notre Dame Academy	Worcester, MA
Hudson Catholic High School	Hudson, MA
St. Mary High School	Lawrence, MA
Central Catholic High School	Lawrence, MA
St. Mary's High School	Lynn, MA
St. John's Preparatory School	Danvers, MA
Malden Catholic High School	Malden, MA
Newton Country Day School	Newton, MA
Mount Alvernia Academy	Newton, MA
Bishop Feehan High School	Attleboro, MA
Coyle & Cassidy High School	Taunton, MA
Trinity High School	Manchester, NH
Bishop Brady High School	Concord, NH
Portsmouth Abbey School	Portsmouth, RI
LaSalle Academy	Providence, RI

Mideast

Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania

St. Mark's High School	Wilmington, DE
St. Mary's Ryken High School	Leonardtown, MD
Stone Ridge Country Day School	Bethesda, MD
Heights School	Rockville, MD
Institute of Notre Dame School	Baltimore, MD
Archbishop Curley High School	Baltimore, MD
Holy Family Academy	Bayonne, NJ
Mount St. Dominic Academy High School	Caldwell, NJ
Queen of Peace High School	North Arlington, NJ
Union Catholic Regional High School	Scotch Plains, NJ
Hudson Catholic High School	Jersey City, NJ

Academy of the Holy Angels School	Demarest, NJ
Paramus Catholic Girls High School	Paramus, NJ
St. Rose High School	Belmar, NJ
Mount St. John Academy	Gladstone, NJ
Xavier High School	New York, NY
Our Lady of Perpetual Help School	New York, NY
St. Jean Baptiste High School	New York, NY
Regis High School	New York, NY
Convent of the Sacred Heart School	New York, NY
Monsignor Farrell High School	Staten Island, NY
Aquinas High School	Bronx, NY
Academy of Mount St. Ursula School	Bronx, NY
St. Raymond Academy for Girls	Bronx, NY
St. Catharine Academy	Bronx, NY
St. Barnabas High School	Bronx, NY
Archbishop Stepinac High School	White Plains, NY
Catherine McAuley High School	Brooklyn, NY
St. Francis Preparatory School	Flushing, NY
St. Anthony's High School	Huntington Station, NY
Catholic Central High School	Troy, NY
Our Lady of Lourdes High School	Poughkeepsie, NY
Bishop Cunningham Junior-Senior H.S.	Oswego, NY
Rome Catholic High School	Rome, NY
Immaculata Academy	Hamburg, NY
Turner-Carroll High School	Buffalo, NY
DeSales High School	Geneva, NY
Oakland Catholic High School	Pittsburgh, PA
Trinity High School	Camp Hill, PA
Sacred Heart High School	Carbondale, PA
Villa Joseph Marie Girls High School	Southampton, PA
Cardinal Dougherty High School	Philadelphia, PA
Gwynedd Mercy Academy High School	Gwynedd Valley, PA
Holy Name High School	West Reading, PA

Great Lakes

Illinois, Indiana, Michigan, Ohio, Wisconsin

Loyola Academy	Wilmette, IL
Marillac High School	Winnetka, IL
Trinity High School	River Forest, IL
Marian Catholic High School	Chicago Heights, IL
Queen of Peace High School	Burbank, IL
Seton Academy	South Holland, IL
Rosary High School	Aurora, IL
Nazareth Academy	LaGrange, IL
Benet Academy	Lisle, IL
Leo High School	Chicago, IL
Quigley Preparatory Seminary South	Chicago, IL
St. Martin de Porres	Chicago, IL

Resurrection High School	Chicago, IL
Notre Dame High School	Niles, IL
St. Gregory High School	Chicago, IL
Aquinas Central Catholic High School	Freeport, IL
Alleman High School	Rock Island, IL
Vincent Gray Alternative High School	East St. Louis, IL
Althoff Catholic High School	Belleville, IL
St. Mary's Academy for Girls	Nauvoo, IL
Cathedral High School	Indianapolis, IN
Brebeuf Preparatory School	Indianapolis, IN
Andrean High School	Merrillville, IN
Academy of the Immaculate Conception	Oldenburg, IN
Marian Heights Academy	Ferdinand, IN
Central Catholic Junior-Senior H.S.	Lafayette, IN
Bishop Foley High School	Madison Heights, MI
Our Lady of the Lakes High School	Waterford, MI
Cabrini High School	Allen Park, MI
Gabriel Richard High School	Wyandotte, MI
Immaculate Conception High School	Detroit, MI
Our Lady Star of the Sea High School	Grosse Pointe, MI
Bishop Borgess High School	Redford, MI
Catholic Central High School	Redford, MI
All Saints High School	Bay City, MI
St. Patrick's School	Portland, MI
St. Philip Catholic High School	Battle Creek, MI
Muskegon Catholic Central Jr. H.S.	Muskegon, MI
West Catholic High School	Grand Rapids, MI
Central Catholic High School	Toledo, OH
Lake Catholic High School	Mentor, OH
St. Augustine Academy	Lakewood, OH
St. Edward High School	Lakewood, OH
St. Joseph Academy	Cleveland, OH
Erieview Catholic High School	Cleveland, OH
Magnificat High School	Cleveland, OH
Padua Franciscan High School	Cleveland, OH
John F. Kennedy High School	Warren, OH
Cardinal Mooney High School	Youngstown, OH
Central Catholic High School	New Philadelphia, OH
Fenwick High School	Middletown, OH
Seton High School	Cincinnati, OH
Roger Bacon High School	Cincinnati, OH
McNicholas High School	Cincinnati, OH
Moeller High School	Concinnati, OH
Catholic Memorial High School	Waukesha, WI
St. Joan Antida High School	Milwuakee, WI
Pius XI High School	Milwaukee, WI
Marinette Catholic Central High School	Marinette, WI
Premontre High School	Green Bay, WI
St. Mary's Springs High School	Fond du Lac, WI
St. Mary Central High School	Menasha, WI

Plains

Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota

Dowling High School	West Des Moines, IA
Newman High School	Mason City, IA
St. Edmund High School	Fort Dodge, IA
St. Mary's High School—Storm Lake	Storm Lake, IA
Coluumbus High School	Waterloo, IA
Spalding High School	Granville, IA
Kuemper High School	Carroll, IA
Wahlert High School	Dubuque, IA
Notre Dame High School	Burlington, IA
Cardinal Stritch Junior-Senior H.S.	Keokuk, IA
Assumption High School	Davenport, IA
Thomas More-Marian High School	Hays, KS
Bethlehem Academy	Faribault, MN
Cathedral John XXIII School	Saint Cloud, MN
Rosati-Kain High School	St. Louis, MO
St. Louis University High School	St. Louis, MO
Incarnate Word Academy	St. Louis, MO
Notre Dame High School	St. Louis, MO
Helias High School	Jefferson City, MO
Cathedral High School	Omaha, NE
Marian High School	Omaha, NE
Aquinas High School	David City, NE
Central Catholic High School	West Point, NE
St. Cecilia High School	Hastings, NE
St. Mary's Central High school	Bismarck, ND

Southeast

Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia

Holy Family High School	Birmingham, AL
St. Joseph Junior-Senior H.S.	Conway, AR
St. Joseph Academy	St. Augustine, FL
Father Lopez High School	Dayton Beach, FL
Central Catholic High School	Melbourne, FL
Monsignor E. Pace High School	Opa Locka, FL
Archbishop Curley-Notre Dame H.S.	Miami, FL
St. Brendan High School	Miami, FL
St. Thomas Aquinas High School	Ft. Lauderdale, FL
Pope John Paul II High School	Boca Raton, FL
Cardinal Mooney High School	Sarasota, FL
Clearwater Central Catholic H.S.	Clearwater, FL
St. Pius X High School	Atlanta, GA
Mount de Sales Academy	Macon, GA
Holy Rosary Academy	Louisville, KY
St. Xavier High School	Louisville, KY

Trinity High School	Whitesville, KY
Archbishop Blenk High School	Gretna, LA
Xavier University Preparatory School	New Orleans, LA
Mercy Academy	New Orleans, LA
St. Thomas Aquinas School	Hammond, LA
Pope John Paul II High School	Slidell, LA
St. Joseph's Academy	Baton Rouge, LA
Holy Savior Menard School	Alexandria, LA
Resurrection Catholic School	Pascagoula, MS
Charlotte Catholic High School	Charlotte, NC
Father Ryan High School	Nashville, TN
St. Benedict at Auburndale	Cordova, TN
Paul VI High School	Fairfax, VA
Notre Dame Academy	Middleburg, VA
Bishop Ireton High School	Alexandria, VA
Blessed Sacrament High School	Powhatan, VA
St. Gertrude High School	Richmond, VA
Madonna High School	Wierton, WV
St. Francis Central High School	Morgantown, WV

West/Far West

Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana,Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, Wyoming

Sacred Heart Girls High School	Los Angeles, CA
St. Michael High School	Los Angeles, CA
Marymount High School	Los Angeles, CA
Mayfield Senior School	Pasadena, CA
Providence High School	Burbank, CA
St. Lucy's Priory High School	Glendora, CA
Academy of Our Lady of Peace	San Diego, CA
Servite High School	Anaheim, CA
Mission College Preparatory	San Luis Obispo, CA
Palma Junior-Senior School	Salinas, CA
Notre Dame High School	Belmont, CA
Notre Dame High School	Riverside, CA
St. Francis High School	Mountain View, CA
Immaculate Conception Academy	San Francisco, CA
St. Ignatius College Preparatory School	San Francisco, CA
Moreau High School	Hayward, CA
Justin-Siena High School	Napa, CA
Cardinal Newman High School	Santa Rosa, CA
Mullen High School	Denver, CO
St. Scholastica Academy	Canon City, CO
Damien Memorial High School	Honolulu, HI
Loyola-Sacred Heart High School	Missoula, MT
The Catholic Academy	Farmington, NM
Bishop McGuinness High School	Oklahoma City, OK
La Salle High School	Milwaukie, OR

Cistercian Preparatory School	Irving, TX
Notre Dame School	Wichita Falls, TX
Incarnate Word Academy	Houston, TX
O'Connell High School	Galveston, TX
Antonian High School	San Antonio, TX
Incarnate Word Academy	Corpus Christi, TX
Judge Memorial Catholic High School	Salt Lake City, UT
Holy Cross High School	Everett, WA

APPENDIX D

The Survey Instrument

NCEA

NATIONAL
CATHOLIC
EDUCATIONAL
ASSOCIATION

April 11, 1990

Dear Colleague:

In 1985 NCEA published *The Catholic High School: A National Portrait*. This landmark study, based on a survey of all Catholic high schools in the United States and Puerto Rico, provided valuable descriptive information concerning the state of Catholic high school education.

During the current school year, NCEA is again conducting a survey of Catholic secondary schools. This survey is much shorter than that on which the *National Portrait* was based, and is being sent only to a representative sample of schools. The principal purpose of this survey is to describe the finances, governance and administration of secondary schools, in order to better understand the needs and strengths of the Catholic secondary educational community.

Your school was selected to participate in the survey by a process designed to identify a representative group of Catholic high schools from all regions of the country. We know that Catholic high schools are increasingly challenged to broaden their base of support. One important way in which NCEA helps is by providing accurate information about the current state of school finances. Since your school will, in effect, be representing a number of other schools as well as your own, your participation is very important. We urge you to complete the enclosed questionnaire.

We realize that there are many demands on your time. In order to express our appreciation for your cooperation, we will send each participating school a complimentary copy of the final report, *Catholic High Schools and Their Finances, 1990*, by the end of July. The 1986 and 1988 reports are paper bound, forty pages long, and contain not only composite information but analyses of school finances by region, size and type of governance. We expect the 1990 version to be similar in format and content, and to provide more detailed information about development efforts.

The questionnaire itself may be returned anytime prior to May 11, 1990, but please take a moment now to complete and return the enclosed reply card, informing us of your response to our request.

Thank you for your willingness to cooperate in our efforts to serve the Catholic educational community. We believe that our Catholic high schools are a great and effective gift to the Church and the nation. While measures of material resources are neither the best nor the only way to assess our contributions, it is obviously important to provide accurate and timely financial data for planning, public policy and public relations efforts on behalf of Catholic schools. Please help us by participating in our biennial survey.

Sincerely,

Michael Guerra

Michael J. Guerra
Executive Director
Secondary School Department

MJG:de

Suite 100, 1077 30th Street, NW, Washington, DC 20007-3852 • (202) 337-6232

SURVEY OF CATHOLIC SECONDARY SCHOOL FINANCES 1989-1990

QUESTIONNAIRE

National Catholic Educational Association
(NCEA)
1077 30th Street, N. W., Suite 100
Washington, D. C.
(202) 337-6232

CONFIDENTIALITY STATEMENTS

Your answers are intended to be used only for the good of the Catholic educational enterprise in the United States. They will be combined with those of other schools and reported as group data. In addition to reporting composite data for schools, some reporting will involve comparisons of groups of schools by type, size, or region of the country.

NCEA will not release any information on individual schools to any person or office without the expressed written permission of the principal of the school.

SURVEY OF CATHOLIC SECONDARY SCHOOL FINANCES
1989-1990

INTRODUCTION

This survey is being distributed to the principal or other chief administrative officer of a representative sample of Catholic secondary schools in the United States. It is assumed that in most cases the principal will complete the survey, but if necessary, that responsibility may be delegated. In any case, all questions should be answered from the point of view of the principal or school head.

Instructions for completing this survey are printed in the manual accompanying the survey. Wherever an asterisk appears, an explanation or definition related to it will be found in the instruction manual.

SCHOOL IDENTIFICATION

CORRECTIONS, IF NECESSARY

(If the label above needs correction, please enter the necessary corrections in the space at the right of the label.)

A. BACKGROUND

*A.1 Name of Principal _____

A.2 Title of the school's administrative leader

_____

A.3 Name and title of person who completed this survey, if other than the principal.

_____

A.4 Phone number of the person named in A.3, if other than school number. (____) _____
(area code)

A.5 Is the principal of this school lay or religious? (check *one* box)

- ☐ Lay person
- ☐ Priest
- ☐ Female religious
- ☐ Male religious

A.6 What grades are included in your school?

- ☐ K or Pre-K to 12
- ☐ 7 to 12
- ☐ 8 to 12
- ☐ 9 to 12
- ☐ Other, namely _____

A.7 What is the gender composition of this school?

- ☐ All boys
- ☐ All girls
- ☐ Coeducational

Have there been any significant changes in the grade or gender composition in your school since the 1987-88 school year? (check **all** that apply)

- ☐ A.8 No
- ☐ A.9 Yes, we merged/consolidated with another school
- ☐ A.10 Yes, we added new grades 7 and/or 8
- ☐ A.11 Yes, we became coeducational
- ☐ A.12 Yes, other; namely: _____

Are any significant changes in grade or gender composition planned for your school in the next 3 years? (check **all** that apply)

- ☐ A.13 No
- ☐ A.14 Yes, we may merge/consolidate
- ☐ A.15 Yes, we may add new grades 7 and/or 8
- ☐ A.16 Yes, we may become coeducational
- ☐ A.17 Yes, other; namely: _____

A.18 Where is this school located?

- ☐ New England (CT, ME, MA, NH, RI, VT)
- ☐ Mideast (DE, DC, MD, NJ, NY, PA)
- ☐ Great Lakes (IL, IN, MI, OH, WI)
- ☐ Plains (IA, KS, MN, MO, NE, ND, SD)
- ☐ Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV)
- ☐ West/Far West (AK, AZ, CA, CO, HI, ID, MT, NV, NM, OK, OR, TX, UT, WA, WY)

B. ADMINISTRATION

*B.1 What type of school is this? (check one box)

- ☐ Diocesan
- ☐ Parochial or inter-parochial
- ☐ Private

B.2 Is this school owned or operated by a religious community?

- ☐ Yes
- ☐ No

What **percent** of your twelfth grade students were enrolled in each of the following types of programs in 1989-90. (Write a percent on each line. If none, write "0." These percentages should sum to 100.)

		Percent
B.3	Business	_____
B.4	College Preparatory	_____
B.5	General-Technical	_____
B.6	Other	_____

C. TEACHERS

*C.1 What is the **number** of teachers your school has in each of these two categories? (Write a number on each line. If none, write "0.")

Full-time Teachers	Part-time Teachers
_____	_____

*C.2 What is the number of full-time equivalent teachers (FTEs) in your school? _____

What is the number of persons reported in question C.1 who fall into each of these categories? (If none, write "0." The total in each of these columns should equal the answers you gave in C.1.)

		Full-time Teachers	Part-time Teachers
C.3	Catholic layman	_____	_____
C.4	Catholic laywoman	_____	_____
C.5	Non-Catholic layman	_____	_____
C.6	Non-Catholic laywoman	_____	_____
C.7	Priest, diocesan	_____	_____
C.8	Priest, religious	_____	_____
C.9	Woman religious	_____	_____
C.10	Man religious	_____	_____

C.11 In your school, is merit a factor in establishing teachers' compensation?

- ☐ Yes
- ☐ No

C.12 Are priests paid on the same salary schedule as lay teachers?

- ☐ Yes
- ☐ No
- ☐ Does not apply

C.13 Are women religious paid on the same salary schedule as lay teachers?

- ☐ Yes
- ☐ No
- ☐ Does not apply

C.14 Are men religious paid on the same salary schedule as lay teachers?

- ☐ Yes
- ☐ No
- ☐ Does not apply

C.15 Do all priests teaching full-time in your school receive the same compensation, regardless of education or experience?

- ☐ Yes
- ☐ No
- ☐ Does not apply

C.16 Do all women religious teaching full-time in your school receive the same compensation regardless of education or experience?

- ☐ Yes
- ☐ No
- ☐ Does not apply

C.17 Do all men religious teaching full-time in your school receive the same compensation, regardless of education or experience?

- ☐ Yes
- ☐ No
- ☐ Does not apply

C.18 What is the average annual compensation (total of salary, benefits, housing, transportation, and stipends) paid to priests who teach full-time in your school? (If question does not apply, write "DNA.")

$_____

C.19 What is the average annual compensation (total of salary, benefits, housing, transportation, and stipends) paid to women religious who teach full-time in your school? (If question does not apply, write "DNA.")

$_____

C.20 What is the average annual compensation (total of salary, benefits, housing, transportation, and stipends) paid to men religious who teach full-time in your school? (If question does not apply, write "DNA.")

$_____

*C.21 In the 1989-90 school year, what is the average dollar amount of the benefit package paid by the school (e.g., pension, social security, medical insurance, life insurance, major medical) for a full-time lay teacher?

$_____

C.22 Does your school have an official salary schedule related to levels of education and years of experience by which lay teachers' salaries are determined?

- ☐ Yes
- ☐ No

If your school has a salary schedule, please answer the next two questions; otherwise go to C.25.

C.23 What is the scheduled salary paid to a beginning lay teacher with a B.A/B.S. (excluding benefits)?

$_____

C.24 What is the highest scheduled salary paid for a lay teacher with a M.A./M.S. (excluding benefits)?

$_____

C.25 What is the highest salary actually paid to any lay teacher at your school?

$_____

*C.26 What is the **median** salary for lay teachers in your school (excluding benefits)?

$_____

C.27 Are some or all of your teachers represented during contract negotiations by some negotiating group

- ☐ Yes
- ☐ No

C.28 What is the total **number** of full-time teachers in your school who are represented during contract negotiations by some negotiating groups? (If none, write "0.")

_____

What is the number of your full-time teachers who are represented by each of the following? (If none for a group, write "0"; these numbers should sum to the answer given for question C.28.)

C.29 American Federation of Teachers _____
C.30 Diocesan or district groups _____
C.31 National Association of Catholic School Teachers _____
C.32 National Education Association _____
C.33 Other local group _____
C.34 Other national group _____

What is the number of full-time teachers who have been on the staff of your school for the following lengths of time? (Place a number in each space. If none, write "0." The total should equal the number of full-time teachers shown in question C.1.)

C.35 Less than a year _____
C.36 1 to 2 years _____
C.37 3 to 5 years _____
C.38 6 to 10 years _____
C.39 11 to 15 years _____
C.40 16 to 20 years _____
C.41 21 to 30 years _____
C.42 31 to 40 years _____
C.43 41 + years _____

C.44 What is the average salary paid to full-time administrators? (exclude religious administrators who receive stipends rather than equivalent lay salaries)

$_____

C.45 What salary is paid to the principal? (Reminder: Your answers are confidential. No information on any school will be released without written permission from the principal.)

$_____

D. STUDENTS

D.1 What is the total number of students in your school?

_____

What is the **number** of students in each grade in your school who are in these categories? (If none for a category, write "0.")

	7th	8th	9th	10th	11th	12th
D.2 Catholic	_____	_____	_____	_____	_____	_____
D.3 Non-Catholic	_____	_____	_____	_____	_____	_____

What is the **number** of students in each grade in your school who are in these categories? (If none for a category, write "0.")

	7th	8th	9th	10th	11th	12th
D.4 American Indian Alaskan Native	_____	_____	_____	_____	_____	_____
D.5 Asian or Pacific Islander	_____	_____	_____	_____	_____	_____
D.6 Black, not of Hispanic origin	_____	_____	_____	_____	_____	_____
D.7 Hispanic or Spanish or Latin American origin	_____	_____	_____	_____	_____	_____
D.8 White, not of Hispanic origin	_____	_____	_____	_____	_____	_____

D.9 What is the number of students in your school who are classified as handicapped? (If none, write "0.")

_____

*D.10 What number of your students received financial aid from your school in 1987-88?

_____

Does your school employ any of the following criteria in awarding financial aid, in whole or part? (check **one** box for **each**)

Yes	No	
☐	☐	D.11 Academic record or promise
☐	☐	D.12 Athletic record or promise
☐	☐	D.13 Financial need
☐	☐	D.14 Racial or ethnic origin
☐	☐	D.15 Vocational intention
☐	☐	D.16 Faculty children
☐	☐	D.17 Other, namely _____

D.18 Of the following criteria, which is given the greatest weight in awarding your school's financial aid funds? (check **one** box)

- ☐ Academic record or promise
- ☐ Athletic record or promise
- ☐ Financial need
- ☐ Racial or ethnic origin
- ☐ Vocational intention

D.19 What was the **total** amount of financial aid, including scholarships, tuition reductions, grants and work-study, awarded in 1989-90 by your school to students?

$_____

D.20 What was the dollar value of the **average** financial aid allocation?

$_____

What **percent** of your students come from families with each of the following gross annual incomes? (Percents should sum to 100. If none in the category, write "0.")

		Percent
D.21	Under $15,000	_____
D.22	$15,000-$25,000	_____
D.23	$25,002-$35,000	_____
D.24	$35,001-$50,000	_____
D.25	Over $50,000	_____

•D.26 Are the percentages you gave for questions D.21 to D.25 estimates or accurate figures?

- ☐ Figures are rough estimates
- ☐ Figures are reasonable estimates
- ☐ Figures are accurate

D.27 What percent of your students come from families who receive Aid to Families with Dependent Children (AFDC)?

Percent

- ☐ 0
- ☐ 1 - 10
- ☐ 11 - 20
- ☐ More than 20

•D.28 Is the percentage you gave for question D.27 an estimate or an accurate figure? (check one box)

- ☐ Figure is rough estimate
- ☐ Figure is reasonable estimate
- ☐ Figure is accurate

E. SCHOOL STANDARDS

•E.1 What is the **number** of students who applied (that is, completed the application process) for admission to your school's entry-level grade for the year 1989-90?

_____

E.2 If you have grades lower than 9, do you require a readmission process for grade 9?

- ☐ Yes
- ☐ No
- ☐ Does not apply

•E.3 What is the number of students who were informed of acceptance to your entry-level grade in 1989-90?

_____

E.4 How many students, if any, were put on a waiting list?

_____

E.5 Of the number given for question E.1, how many were not accepted for admission? Note: E.3 to E.5 should sum to equal E.1.

_____

E.6 Of the students accepted, what is the number of students who enrolled?

_____

How often do you consider each of the following in a student's application for admission to your entry-level grade? (For each, check one box.)

		Always	Usually	Sometimes	Rarely or Never
E.7	Ability to pay full tuition without aid	☐	☐	☐	☐
E.8	Completion of one or more standardized achievement or aptitude tests	☐	☐	☐	☐
E.9	Completion of written admissions test developed by your school	☐	☐	☐	☐
E.10	Personal interview with parent or guardian	☐	☐	☐	☐
E.11	Recommendation of elementary school principal	☐	☐	☐	☐
E.12	Recommendation of student's pastor	☐	☐	☐	☐
E.13	Strong academic record	☐	☐	☐	☐
E.14	Successful completion of previous year of school	☐	☐	☐	☐

E.15 Of the students who enroll at the entry-level grade of your school, about what percent would you estimate remain in your school and graduate?

Percent

- ☐ 100
- ☐ 95-99
- ☐ 90-94
- ☐ 80-89
- ☐ 70-79
- ☐ Less than 70

F. FACILITIES, RESOURCES AND LOCATION

•F.1 In what year was your school established? _____

F.2 In what year was the oldest building that currently houses your school built?

_____

•F.3 What is the current market value of the school buildings and grounds?

_____

F.4 If your school were at maximum enrollment, how many students could your school facility serve?

_____

G. PARENT INVOLVEMENT

G.1 Does your school make use of volunteer work by parents and family members?

☐ Yes
☐ No

G.2 What is the approximate number of parents or family members of students who contributed volunteer time during 1989-90?

_____

G.3 Estimate the total number of volunteer hours given by parents and family members in 1989-90.

_____

H. DEVELOPMENT AND FINANCES

REMINDER: Your answers are confidential. No information about any individual school will be released without written permission from the principal.

Please indicate the school's 1989-90 income and operating expenses, using the categories shown. Reminder: Definitions and explanations for all items bearing an asterisk (•) will be found in the accompanying instruction manual

Please make an entry on every line. If the appropriate answer is "none" or zero, write "0." This will considerably increase the accuracy of our final report.

Source of Income (round to the nearest dollar)

H.1 Tuition and fees $_____

•H.2 Contributed services (Please record income unless full salaries are paid) $_____

Subsidy from:

H.3 Religious community $_____
H.4 Parish $_____
H.5 Diocese $_____
H.6 Other $_____

•Development (annual appeal, parent pledge program, donations, memorials):

H.7 Alumni $_____
H.8 Parents $_____
H.9 Other contributions to the 1989-90 operating fund $_____

H.10 Fundraising from special events $_____

•H.11 Income from auxiliary services (Excess of income over expense) $_____

H.12 Income from federal government sources $_____

H.13 Income from state government sources $_____

H.14 Income from endowment $_____

•H.15 All (any) other income $_____

H.16 Total operating income (should equal sum of H.1 to H.15) $_____

Operating Expenses (round to the nearest dollar)

H.17 Salaries-lay professional staff $_____

H.18 Salaries-religious professional staff $_____

•H.19 Contributed services (if not included in H.18 under "religious salaries") $_____

H.20 Other salaries (e.g., general office, maintenance, but not auxiliary services) $_____

H.21 All fringe benefits (FICA, health insurance, retirement, unemployment, etc.) $_____

•H.22 Expenses for all auxiliary services (excess of expenses over income) $_____

•H.23 Maintenance costs $_____

•H.24 All other operating expenses $_____

H.25 Total operating expenses (should equal sum of H.17 to H.24) $_____

What is the 1989-90 tuition? This is the "base tuition" for a student who is the only student from a given family, and before allowances and discounts. What was the 1987-88 tuition? Please fill in one answer for each blank. If your school doesn't not have one or more of these grades, write "DNA."

		1989-90 tuition	1987-88 tuition
H.26	Grade 7	_____	_____
H.27	Grade 8	_____	_____
H.28	Grade 9	_____	_____
H.29	Grade 10	_____	_____
H.30	Grade 11	_____	_____
H.31	Grade 12	_____	_____

H.32 Is there a reduction in tuition when more than one child in a family is registered in the school?

- ☐ Yes
- ☐ No

H.33 Is there a reduction in tuition when a student is the child of a teacher or administrator?

- ☐ Yes
- ☐ No

H.34 Does the school have a development office?

- ☐ Yes
- ☐ No

If your school has a development office, please answer the following questions. If your school does not, please proceed to the next section: Governance, question I.1

H.35 Is the office staffed by a salaried director of development?

- ☐ Yes
- ☐ No

H.36 In what year did the school first establish a paid development director position? _____

Is the director of development responsible for

Yes	No		
☐	☐	H.37	student recruitment?
☐	☐	H.38	public relations?
☐	☐	H.39	alumni association?
☐	☐	H.40	annual appeal?
☐	☐	H.41	capital campaign?
☐	☐	H.42	special-event fundraising?

I. GOVERNANCE AND EXTERNAL RELATIONSHIPS

*I.1 Does your school have a school board?

- ☐ Yes
- ☐ No

If your school has a school board, please answer the following questions. If not, proceed to question I.10.

*I.2 In your opinion, what is the degree of influence the school board has on your school's day-to-day operation?

- ☐ Very influential
- ☐ Somewhat influential
- ☐ Not at all influential

I.3 How many members does your school board have?

_____

*I.4 Of the number given for question I.3, how many are laity?

_____

I.5 Of the number given in question I.3, how many represent the sponsoring religious community? (If school is not sponsored by a religious community, write "DNA.")

_____

I.6 Of the number for question I.3, how many are priests or religious from a local parish or parishes?

_____

I.7 Does the board approve the school's operating budget?

- ☐ Yes
- ☐ No

I.8 Does the board hire and evaluate the principal?

- ☐ Yes
- ☐ No

I.9 Are lay members of the board expected to contribute financially to the school?

- ☐ Yes
- ☐ No

I.10 Does the school provide yearly financial reports to parents and other constituencies?

- ☐ Yes
- ☐ No

Does your school participate or have students who participate in each of the following **federally** assisted programs?

Yes	No	
☐	☐	I.11 Chapter I (Education of children of economically disadvantaged)
☐	☐	I.12 Chapter II (Consolidation of federal programs for elementary and secondary education)
☐	☐	I.13 Junior ROTC
☐	☐	I.14 Talent Search
☐	☐	I.15 Upward Bound
		Vocational Education Act of 1963:
☐	☐	I.16 Vocational Education Basic Program
☐	☐	I.17 Cooperative Vocational Education Program
☐	☐	I.18 Consumer and Homemaking Education

Is your school funded or subsidized by the **state** for any of the following?

Yes	No	
☐	☐	I.19 Bus transportation
☐	☐	I.20 Drug education
☐	☐	I.21 Education of the handicapped
☐	☐	I.22 Education of students from low-income families
☐	☐	I.23 Guidance and counseling
☐	☐	I.24 Health services
☐	☐	I.25 Library or A-V resources
☐	☐	I.26 Textbooks
☐	☐	I.27 Other; namely _____

MAILING INSTRUCTIONS

When the survey has been completed, return the survey to Michael J. Guerra at NCEA. Deadline for return to NCEA is May 11, 1990. We are most grateful for your cooperation in providing this important service for Catholic secondary education.